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THE NATIONAL CONGRESS OF MOTHERS MAGAZINE



Vol. III.

NOVEMBER, 1908

No. 3

"For the Welfare of the Child"

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Vol. III

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THE PRESIDENT'S DESK

COMPULSORY EDUCATION AND TRUANCY

Year by year laws are becoming more stringent in requiring children's attendance at school, and in making truancy a misdemeanor, punishable in various ways. Truant officers and truant schools have become an adjunct of the educational system of many States.

Is it not possible that the effort of the community has been directed too strongly toward compulsion, without considering whether there may not be a reason for truancy which could be removed? There must be a weakness in a school system which does not hold the children's interest, and it rests with educators to find out what the school lacks.

Parents surely should not rest until they know the cause of their children's dislike for school.

It may be defective hearing, defective eyesight, or some other physical cause which makes school life a burden. It may be an unsympathetic teacher or the ridicule of other pupils which makes the child unhappy. Possibly there is not sufficient physical activity to meet the absolute needs of his age.

Children have some reason for what they do. It may seem trifling to older people, but it is forceful to the child, and the remedy for truancy lies in studying the matter from the children's point of view.

Children who only go to school through compulsion cannot excel in their work. The weak places in the educational system we have built with such care should be strengthened. School should be attractive. It can be made so interesting that no child will wish to miss it. Hand and brain must be educated together and lessons on abstract subjects should be related to the comprehension of the child. Much of the instruction given to children is couched in words that are meaningless to them. Who ever heard of a child who didn't love the kinder-

garten? That love will continue through school days when education adjusts itself to the interest and normal requirements of healthy childhood.

The celebration of Parents' Day, October 11th, in PARENTS' DAY Iowa, was universally observed by the clergymen of all churches, and was widely commented on by the press of the whole country. The idea seems to have been received favorably, and it is possible that other States may follow Iowa in setting apart one day in the year for consideration of our duty to the children—and of children's duty to parents. The benefit of such a custom can hardly be estimated. Thought leads to act, and when the thought of an entire State is centered on one subject, the influence is wonderful.

The prayers of countless thousands rose to God that day asking guidance and light on the great duty He gave to parents. Mrs. Walter S. Brown, who has retired from the Presidency of Iowa, has rendered a service not only to her own State, but to the entire country, by suggesting Parents' Day. May Governor Cummins be the leader of many Governors who may follow his great example!

MEXICO CONGRESS OF MOTHERS The Mexico Congress of Mothers held a special session in the Municipal Palace, in September, which was largely attended.

The care of children and household duties of mothers, in relation to their children, were considered.

The Treasurer, Mrs. Casasus, reported to the board that seven thousand dollars had already been contributed, as a result of the work accomplished by the Mothers' Congress outside of the City of Mexico. With the generous support given the Mexico Congress, its officers will be free to carry out the work for which the Congress stands, viz.: The education of mothers and the care of the children of Mexico.

The organization of the Mexico Congress of Mothers and the possibility for great usefulness is the result of the International Congress on the Welfare of the Child.

America should do as well as Mexico in supporting the work which means so much to the future of the race.

THE TUBERCULOSIS CONGRESS The Tuberculosis Congress meetings in Philadelphia and Washington brought together noted physicians from Europe and America, who planned a world campaign against one of the greatest menaces to human life that has ever existed. Education of the people as to the causes of the disease and its treatment is absolutely necessary.

The National Congress of Mothers gladly unites in the movement to combat tuberculosis and urges every member of a Mothers' Circle to feel a personal responsibility in extending information on this important subject.

The Congress has a valuable loan paper on "Tuberculosis in Children," which can be used in Mothers' Circles. Mothers are the best assistants that physicians can have in stamping out this dread disease.

An Appeal for Care of Babies

By CANON SCOTT HOLLAND

Canon Scott Holland, preaching last Sunday at St. Paul's Cathedral, spoke with "burning shame" of the babies that, all over England, are handed over to the martyrdom of neglect. At least a hundred babies out of every thousand are suffered to perish in the poorer districts of London because they are out of sight. We will not look that way; we refuse to consider it. "Not only in the slums of London, but in the rich industrial centres, now booming with trade—in Lancashire and Yorkshire—the holocaust of children is being piled up week by week,

because the mothers are out in factories, and the roaring wheels rush round while the children perish for lack of motherhood."

We have, indeed, left far behind us the wisdom of our ancestors. In the olden days, before the Reformation, when a priest baptized a child he addressed the parents and told them that the infant must be kept, till it was seven years old, from fire, horse's hoof, hound's tooth, and water, and that it should not be allowed to sleep with its parents until it was old enough to cry out, "Lie further."

National School for Parents

Do you want the opportunities for all children to be made higher and better?

Do you want mothers to have the opportunity to learn the physical needs of the children, that thousands of children's lives may be saved?

Do you want mothers to have help in every phase of child nurture?

Would you like to see the Congress in a position to establish a National School for Parents, with extensions in every county and State, with its faculty, its courses of study, its extension lecturers?

That is what the Congress is doing to-day, but in an inadequate limited manner. The Congress is incorporated. It has arranged for the appointment of a Board of Trustees, consisting of six men and six women, who shall have charge of the funds given for this purpose, and of the national educational work which the Congress

must do. This gives permanence and stability to the work.

In the heart of the British Empire private philanthropic enterprise is seeking support for the establishment of schools in which British mothers may learn the elementary principles of the care of infants.

In the United States the National Congress of Mothers is working toward the same end.

Mexico, in less than six months, has raised seven thousand dollars for the work. The national headquarters, in Washington, must have liberal support and must become a centre of information for all that is being done for childhood, and also a centre for the dissemination of information to parents and others who have the care of children. At the National Board meeting, Mrs. George R. Johnson promised to raise five hundred dollars annually for the National Congress.

Continued on page 85.

The Public Schools as an Agency for Moral Training

By CLIFFORD W. BARNES, Chicago, Executive Chairman of the International Committee on Moral Training

I do not feel myself qualified to teach the mothers of this or any other nation the fine art of moral training through the agency of the public schools. Strenuous work in other lines has not made it possible to fit myself for such an exalted position. But, with the passing years, there has come a wider vision of the perils and problems which beset our national life; a keener realization that these are not to be met and overcome by short-cut reforms or political nostrums; a growing belief that the remedy which cures must affect the men of the future through the children of to-day; and a deepening conviction that for ways and means and inspiration in the accomplishment of this great task, we must look to the broad-minded, warm-hearted mothers of America. I am here because my heart is in the work for which your Congress stands.

At a recent banquet, where I chanced to be a guest, a well-known educator spoke as follows: "The great object of our common schools is to make every student an effective economic unit." When I tell you that this remark elicited a vigorous round of applause, it is hardly necessary to add that the banqueters were chiefly business men, and not members of the National Congress of Mothers. For you and for me there is something much more noble and a thousand times more true in the statesmanlike utterance of our honored President, who said, when speaking on this same subject: "We cannot do our part in the

difficult and important work of self-government, we cannot rule and govern ourselves, unless we approach the task with developed minds, and with that which counts far more, with *trained characters*."

It is fair to say that few educators express themselves or even think as did the speaker to whom I first referred. On the contrary, one could quote *ad libitum* from prominent teachers, such sentiments as these: "The end and aim of all education is the development of character." "Education is growth toward intellectual and moral perfection." "We wish to lift into prominence moral character building as the central aim in education." "No school is efficient that fails to stimulate right conduct, the issue of which is character."

Accepting, then, as a well established educational ideal, the development of character, let us consider very briefly to what extent the common schools are becoming an agency for its realization.

There was a time when to teach the three R's with exactness and skill was to do the full work of a public school, for the home, the church; and the wholesome atmosphere of a simple community life could then be trusted to complete the circle of a child's education. But those days were long ago, before the cities began to swallow up the country, and the great corporations the small producers, and the close-packed tenements the cottage homes; before the fierceness of com-

petition robbed men of their strength and deadened their souls, and transformed the pursuit of commerce into a fierce industrial strife. Macaulay once said: "The Huns and Vandals who will destroy our civilization are being bred, not in the wilds of Asia, but in the slums of our great cities." But Macaulay never dreamed of a condition fraught with such peril as when one nation receives into its midst and scatters throughout its cities, year by year, more than a million of the poorest and least educated of foreign lands. The teacher, standing in daily contact with the pupils, has seen as few others could these general changes in social and economic conditions, by reason of which parental authority has been awakened, religious influence loosened, and the child been forced more and more to become a ward of the State. It is not surprising, therefore, that with ever-increasing earnestness teachers have endeavored to broaden the scope of school activity and have discussed in its various phases, this question of moral training, and the development of good citizenship.

The result of all this has been in some ways most gratifying. Obedience to authority, punctuality, good behavior, consideration for others, and the ordinary rules of school life have been enforced with a new and higher motive; there has been more of incidental instruction in rights and duties; and several noteworthy attempts at student self-government have been introduced. The other day in one of these self-governing schools a so-called "tribune" had occasion to correct some fault in a fellow-classman. He called to his assistance the "tri-

bunes" of two upper classes, and together they soon brought the culprit to a state of proper condition. Finally the first "tribune" was heard to say: "Well, I want you to know that our class won't stand for that sort of thing, and if you do it again you will have to *git*." Evidently, there had been developed here something more than a proper sense of responsibility; more, too, than wise judgment in correcting a fault; there had been developed an *esprit de corps* of the highest order, which could be used as a powerful agency for righteousness and moral training.

Only last week the principal of one of the Chicago public schools related to me an interesting incident bearing on this same point. A colored boy, fresh from the South, was entered in her school, and it was necessary to place him in a class for which he was ill-prepared mentally and morally. For a long time they patiently endured his misconduct and poor recitations, but at length a prank of greater seriousness than any preceding set the room in an uproar, brought the principal to the spot, and led to the dismissal forthwith of the culprit. When the lad had left the room the teacher turned to the pupils and asked this question: "When you stop to consider all that has happened since Jim has been with us, I want to know if you feel that you have done what you could to help him." And then very briefly she told of the lad's home life in the South, his lack of opportunity and training, and the many burdens and difficulties under which he labored on this account. Very soon one of the leading boys of the class got to his feet, and said: "If you are willing, teacher, I'd

like to have a chance to help Jim a little more;" another one stood up and said: "I believe I could teach him his arithmetic;" another volunteered lessons in writing; and so on until the whole class was pledged as a body to undertake the mental and moral development of the hitherto incorrigible darkey. The principal said that the result was wonderful; the room at once became orderly; the boy's lessons were well learned; his clothes were repaired; his hands and face were kept clean, and the whole atmosphere of the class became joyous with the spirit of mutual helpfulness. Who of us can begin to measure the moral value resulting from this single act of social service?

I had an experience not long ago which gave me a new realization of the extent to which music might be used for this same general purpose. Three hundred children from a single school had been so thoroughly trained that they rendered with absolute accuracy and perfect expression the most difficult selections. Among others was the "Pilgrim's Chorus" from Tannhauser, and when to the thrilling chords of this glorious harmony they sang the words of a national hymn, one's very soul was stirred to reverent devotion and patriotic enthusiasm. As the principal, who stood near me, remarked: "That helps to form good citizens, and you may rest assured that the homes which these children will make for themselves a few years hence will contain, as far as possible, the inspiring influence of good music."

Decorative art as an agency for moral training is being brought more constantly into use, and good pictures

on the schoolroom walls, by their visions of beauty, their appeals to ambition and their outlook into a larger and fuller life are having a vast influence in the development of character. We have ample evidence that flowers in the windows, and vases on the shelves, and the hundred other simple touches of artistic decoration, are finding their reproduction in many homes which sadly need adornment. There was something to be proud of in this report which a principal gave me recently. He said that during a period of ten or twelve years he had raised something like six thousand dollars, through school entertainments, in order to buy pictures and works of art, and that, too, in a neighborhood of working people.

Manual Training, Domestic Science and other so-called innovations in the curriculum of a modern school have received high praise for their practical utility, but when we note how well these students serve to develop self-reliance, steadfastness of purpose, concentration of thought, constructive ability, and the like, together with a true sense of the dignity of labor, we are inclined to give them a new valuation on account of the good they accomplish in moral training. This sort of industrial activity has also a recreative value, which brings with it a new power of application to bear upon the regular studies. One principal reports that by slightly lengthening the school day he has been able to give each class an average of ten hours' manual work every week, and yet cover with excellent result the usual curriculum.

Here and there systematic attempts are being made to give instruction in

hygiene, the care of the body, and such simple methods of helping the sick as may prove of use in the home. It is easy to see how all this has an intimate bearing upon the problem of good citizenship, and we are certainly coming closer to its wise solution when we recognize the relation which exists between truancy and malnutrition, bad behavior and defective vision, inattention and poor ventilation.

The architect is realizing, as never before, the part he has to play in making the school a powerful agency for the promotion of moral training. Besides taking care that his building is sanitary, well-lighted, and of attractive appearance, he is adding spacious halls, assembly rooms, gymnasiums, baths and playgrounds, by means of which the school can easily become the social center of the community. Such conditions make it a simple matter for the wise teacher to organize clubs among the students, which shall be both protective and inspirational, to foster parental associations, which shall instruct and delight, and by these and other means to develop a wholesome social life which shall bind the neighborhood to the school by a thousand helpful ties.

It was once said of our greatest Teacher, that "The Word was made flesh and dwelt among us," and to-day many of our public school teachers, recognizing the importance of this personal factor in education, are seeking to embody in themselves that knowledge, culture and moral strength which they wish to impart to their pupils. Reading circles, travel classes, lecture courses and other privately organized means of attaining this end are being utilized, and, most promis-

ing of all, the demand is steadily increasing for that kind of normal school preparation which acquaints the teacher with child nature, and familiarizes him with the various methods of moral training.

Systematic moral instruction has been introduced to a very limited extent, and only in a few small cities, but some use is being made of the ethical syllabus, such as the New York schools have issued, which affords the teacher a suggestive commentary on the general subject.

Passing now to the other side of the water, and going in and out among the schools of Europe, one is immediately impressed with the fearless directness of moral and religious instruction. In Great Britain the first hour of the day is always devoted to the religious lesson, and teachers and pupils alike regard it with a pleasure surpassing that of any other period. This feeling of special pleasure in Bible study, I found to be so universal through England and Scotland that I was led to ask the reason, and in general the answers could be grouped under these two statements: "There is keener interest in the subject," or, "it permits of closer sympathy between teacher and student." The work, as I saw it, was never shiftless, and the atmosphere of reverence was always marked. A Catholic priest, a member of the School Board in one of the largest Scotch cities, said to me that not for the world would he take the Bible or the religious lesson out of the public schools; that it was the only teaching of the kind which many of the children ever received, for some of the Catholic parents were not good church members;

but," he added in conclusion, "I should like to cut out the Westminster Catechism." Since that conversation a catechism has been prepared by a joint committee of all the Reformed Churches of Scotland, which very largely does away with the chief cause of such just criticism.

The recent upheaval in Parliament incident to the Education Bill was not more indicative of denominational jealousy than of an intense desire on the part of the English people to get the most possible out of the Bible for direct moral and religious training. Certainly the best work along this line which I discovered in the course of a somewhat extended investigation, was done by the Board Schools, corresponding to our public schools, where the program favored by the present Liberal party has long been used. In these schools, selected portions of the Bible were committed to memory, such as the Commandments, certain of the Psalms, the Lord's Prayer, the Sermon on the Mount, and the Parables of Christ; and with this as a basis, ethical lessons bearing on every-day student life were made the subject of remark and even of joint discussion. In some schools this method is being reversed, and systematic moral instruction is being given, with the Bible as the text-book. Either of these plans would have received the ardent support of such a man as Huxley, who, though an agnostic, always said that the best book in the world for the teaching of morals was the Bible.

The great public schools of England have long been celebrated for developing character through the agency of the playground, but to-day some of the

County Council or Board Schools deserve almost equal praise for what they have been able to accomplish by this means. I have in mind one school, located in the slums of London, where the worst possible conditions of truancy have been entirely overcome by the skilled organization of the entire student body, into various athletic teams, the teachers (who are all men) taking a keen interest in everything, and never losing sight of the moral training involved.

In Germany one notes the large number of men teachers, the autocratic military spirit prevailing the schools, and the separation, where possible, of boys and girls; all of which has a direct bearing on the subject under discussion. Germany is moving slowly but surely towards greater freedom from church domination, but with no thought of doing away with Biblical teaching. Against the dogmatism of ancient creeds there has been a literal strike among the teachers, those of Bremen leading the way, and in various sections strong associations have been formed to further, or to introduce, systematic moral instruction. It seems to me that the ultimate outcome of all this will be a more unified school system, in which the Bible will be used, without sectarian basis, to teach these vital truths of religion and morality which our own Washington claimed to be "the indispensable supports of political existence and prosperity."

Despite my best endeavors, the Magyar tongue was beyond my comprehension, but one day in the school's of Budapest, as I listened while a student led her class in prayer, with the heads all bowed and the eyes all

closed, and not a sound to be heard, at least, I understood. No child in the schools of Hungary is permitted to be without religious and moral instruction, for at least two hours each week are set aside for this purpose, and the various denominations are paid to provide a skilled teacher for the children of their own communion. A few weeks ago, in one of our own public schools, the principal pointed out an exceptional student. He had entered the second grade at the beginning of the year, because he could not speak the English language, but at the time mentioned he was leading his class in the sixth grade, and, stranger still, had been chosen by his classmates to the highest office in their student organization. On questioning the lad, I found that he was a modest, self-possessed young Magyar, some thirteen years of age, who had been in the schools in Budapest when I was there. And then it all came back to me—the prayer, the Bible study, the spirit of reverence pervading each classroom during the hour of religious instruction, and I could not help feeling a keen sense of regret that in our American schools we were not making a more systematic effort to place every possible moral safeguard about these children of the foreigner. Here they are in the midst of strangers, surrounded by unfamiliar temptations, eager to imitate us in language and customs, and in many of our largest cities they see the great school system, which is for them the highest and best expression of our nation, make no use of the Bible, sanction no word of prayer, and afford no place in its broad curriculum for even the simplest kind of moral instruction.

Godless France, as it is sometimes called, turbulent Italy, and even the free-thinking cantons of Switzerland, do not consider it safe, and much less, wise, to get along without the direct and positive teaching of morality and the rights and duties of citizenship. Nowhere did I find existing any fear lest to teach a boy how to do right would act as an incentive for him to do wrong. There seemed to be an impression that while the moral act was the great thing desired, a fair understanding of the reason for such an act was of positive value, and made it more simple for the pupil to properly adjust his future conduct to other conditions of life.

In the twenty-five years of ethical instruction which France has required in her schools, there has been much that was dogmatic, philosophical, and beyond the understanding of ordinary children. But since 1900 a marked change for the better has occurred; the teachers have turned to this work with the zeal of religious enthusiasts, and by means of legends, biography, patriotic history and the like, they are beginning to so vitalize the subject of morals that it not only instructs, but inspires. From the primary grade to the Lycee I saw this subject taught, and no one could ask for keener interest than most of the classes displayed. In explanation of this new spirit, the principal of one of the Paris schools said to me: "The Church is lost to the nation. In the schools and their influence for moral training lies our only salvation." France urges her teachers to make use also of the indirect method of moral instruction, and to press into service, for this purpose, every incident and every lesson as oc-

casion permits. But she goes further than this, and very wisely gives such special training in the normal schools as to make it more possible for the ordinary teacher to perform this difficult task. This is only a hasty sketch of certain methods now employed in the public schools for the development of character, but it will be readily noticed that the attempts are haphazard in the extreme, that they are made only here and there, covering a wide territory, and that they lack directness of aim. While there is much to commend, there is not a little to condemn in these various experiments and the situation, as a whole, has been well described by our honored Commissioner of Education, as "beyond question unsatisfactory." In the same address, however, from which these words were quoted, he has said in a more hopeful vein: "We know that in this very field we must do a work and reach results which, to the present day would appear almost impossible."

This optimistic note is by no means unwarranted. There are many signs which indicate a strong setting of the tide toward more efficient work in moral training. The Religious Education Association, with its strong body of religious workers, is fully alive to the importance of this prob-

lem, and is helping in many ways towards its wise solution. The National Education Association, comprising the most earnest and far-sighted of our teachers, is repeatedly giving to this subject a place in its yearly program, and at its convention held last July, appointed a special committee for the investigation of the question of systematic moral instruction. Perhaps of even greater significance was the organization two years ago of an international body for the express purpose of uniting the leading educators in all countries in a carefully planned investigation, and subsequent promotion of the work in moral training through the agency of the public schools. During the past years, this International Committee on Moral Training, as it is called, has employed a number of expert agents to collect data in various of the European countries, bearing directly upon this subject; and when these reports are published, we shall have a volume of unique value with which to direct a vigorous and steady forward movement along this line. And finally, and perhaps with greater possibilities for good than any other movement possesses, we have this great International Congress of Mothers interesting itself in this vital problem.

The District of Columbia Congress has pledged itself to contribute one hundred dollars a year for office expenses of the National Headquarters and hopes each State will assume equal responsibility. Mrs. W. F. Holtzman was appointed to represent the District at the National Bazaar in Philadelphia.

The New Sister-in-Law

By MRS. HENRY J. HERSEY

MY DEAR AGNES:—You are doubtless expecting a full description of our return journey as well as those last days in New York, and I have looked forward to the time when I could give myself up to the luxury of writing a comfortable, chatty letter.

But how can I dwell upon such details when I have an astonishing piece of news to communicate? I must take a headlong plunge and tell you that brother John, the last one in the family whom you would suspect of it, is desperately in love and to be married in two months. He proposes to bring the bride home to stay with us for a while, until it is decided whether the mines in Mexico, South Africa or in our own states will next claim his attention. We have all advised him until we are breathless. He moves on serenely indifferent to our clamor. His plans seem full of objections to us, but I suppose when a man is thirty he really is old enough to know what he wants to do. It would be hard to accustom ourselves to the idea of his marriage under any circumstances. We must have felt confident that he was to be our exclusive property as long as we lived. Mother, to whom it is the greatest blow, is more philosophical and sympathetic than we can even pretend to be. She has gently delivered several little preachments which I wish you could have heard, for she often gives us principles capable of universal application. I may not always put in the quotation marks, but I think you will have no difficulty in distinguishing mother's sentiments

from mine. However, before I describe the solemn compact upon which we are entering, I must answer the question which you must be asking with some impatience. "Who is the lady of John's choice?" None of us have seen his choice as yet. She is a member of the prominent family of Greene's in Xville. We know several of the family and there is really no objection to them, I suppose. But they aren't just "our kind," don't you know, and we are somewhat on pins and needles about it.

It will be a "young bride" indeed. Katherine is just twenty. Wouldn't you think John would prefer some one nearer his own age? And, whatever she may think herself, the ideas of her family are greatly contrary to ours. Fancy the Thanksgiving and Christmas gatherings when the older members of both families will have to step gingerly about for fear of treading on somebody's pet prejudice. Surely they never can talk politics, for we have been on opposite sides for generations; and as to religion, the east is not farther from the west than are these two really good families. And now I am back to mother's rules and regulations.

The first is that we are never, after Katherine comes, by word or look, to discuss her among ourselves. We all agree that we wish to love her, and mother says that is the surest way to bring it about. Never mind what happens, our lips are sealed against making the slightest unfavorable comment or criticism.

The second is that we are to remember that, in whatever respects she is different from us, she has a perfect right to be different, and it is no part of our duty to set up our standards for her benefit.

Mother truly says that life is for the purpose of evolution and that powers unfold only in an atmosphere free from criticism. Criticism is the fruit of measuring people by our own standards instead of knowing that life is working in them according to its own law, just as it is in us.

Mother says that this is a great opportunity for us all—that in so close and deeply felt a matter living the life of brotherly love will mean so much more to us than it does in casual re-

lationships, that our growth in self control and the habit of happiness will be in proportion.

We do not yet know the purpose of Katherine's coming to us. Perhaps it is that the young life may gather a little of mother's sweet wisdom and copy the gentle ways which are such a training to the children.

But, whatever it is, we propose to let Katherine live her new life in the joy of freedom, knowing that there is a divine purpose back of her coming and that we coöperate with it when we live our best and kindest to-day. May we have the grace to do it.

Yours in some anxiety,

MARGARET.

The Value of Great Literature for Mothers

"There is no caste in motherhood. For this reason the bond which holds mothers together in heart to heart counsel and fellowship is the strongest that the world knows to-day. Wealth does not do away with the old-time decree: "In sorrow thou shalt bring forth children." It does not substitute any differing plan for the rich and the poor mother. There is but one, and that formed by the Creator from the beginning. So the very name of "mother" comes to represent a common suffering, a common bond of sympathy, a common love between all who bear the name."

Yet this act of maternity which makes all women kin is the very least part of true motherhood. Someone said, "It takes three generations to make a gentleman, but the world has yet to learn how long it takes to make a mother." In fact, but a very small

part of the world yet realizes that mothers are not born like Minerva, who sprang fully grown from the forehead of her father. Comparatively few mothers realize that the mere animal love with which heavenly kindness seems to flood the woman's heart at the sound of the voice that was never before heard, is not a sufficient guide for the most inexperienced woman in training a soul for its life work. The hopeful thing is that some mothers do recognize these things, and that here and there all over the land, some faithful bands of women, drawn together by the common bond of the children, have perceived the possibilities of intelligent maternity and trained motherhood, and are making every effort to accomplish it. But a few years have elapsed since, according to some authorities, teachers were fined for teaching females. To-day the world has be-

gun to realize that, as Madam Finklestein says, "As your women are, so will the nation be; no nation can rise above the level of its women," and has thrown open to women the doors of its schools and libraries and said "you may." Women are but slowly availing themselves of these privileges to fit themselves for a wise motherhood. It is true that they have flocked to the schools, and have become the readers of the United States. Civilization has placed them in an enlarged intellectual sphere, but they have paid a high price for it, because they have used it, not as a means to the great ends of motherhood, but as a mere intellectual gratification, a sort of intellectual dissipation which has exhausted bodily health and nerve force, and made poorer physical mothers, with no adequate results on the intellectual side. Their education has not been taken as a preparation for their real work as trained mothers.

It is not only books on child training that the mother should read, useful as these are. She needs the mental stimulus, the broadened view and the added helpfulness that come from contact with the great minds of all ages. Edward Everett Hale lays down three rules of life, "Touch elbows; pass some hours each day in the open air; and spend some time each day with a mind higher than your own." If so great and good a man feels the need of this companionship, how much more has the mother, worn by the daily routine of constantly recurring petty duties, to gain from such contact? Through books, she may, for the time being, "let the mantle of rest fall on her tired shoulders and enter

the sacred places where the great ones of the world abide."

"Surely," says Mrs. H. H. Birney, "no one can estimate the deep moral character-forming and illuminating power of a really great book; how it melts to sympathy or quickens to righteous wrath, kindles to enthusiasm, fires the heart to high purposes and stimulates all noble endeavor."

When we take a little holiday and leave all home cares behind us, if only to spend an hour in other surroundings and with other minds, we come back with a new gaiety and almost an inspiration which enlivens the whole household with topics for conversation. No doubt husband and children wish we could go oftener. Something of the same kind follows contact with a master mind in a book, if it is allowed to enter into daily life as does contact with the outer world. This is one of the important values of great literature for the mother. It makes her a more interesting companion for her husband and children, because it lifts her out of her daily routine of common thought and speech, of which they must often grow tired. Do we realize how uninteresting much of our household conversation is and how continually we repeat ourselves, because daily problems repeat themselves? But can we afford to indulge in this lack of variety? Is it not safer for our own standing and influence in the small community of the home, to furbish up our conversational material and replenish it frequently from the storehouse of great books now so easily obtained, and to produce upon our family the exhilarating effect of fresh salt breezes?

Mallock says in his "New Republic"

that to really know one great poem will make a woman a more valuable member of society. He meant, of course, that the poem should have sunk into the very tissues of her being and become a part of her mentality; for this is one of the valuable results of true familiarity with the world's great masterpieces. They are the product of minds that have dwelt on the problems of life, and having solved them, in part or in whole, have given them forth in words imbued with living force and form. They must vitally affect the thought and speech of the mother and react on the children that she is to train. "Study Wordsworth and Shelly, open out your sympathies by their aid, in but one direction. Learn to love the sea and the woods and the wild flowers, with all their infinite changes of scent and color and sound. Let them haunt you like a passion," and not only will your own life and speech be fuller, but your children's lives will be richer and the forms of their language will gain immensely in power and variety.

There are also multitudinous other ways in which an intimate acquaintance with great literature advantages a mother. Her acquaintance with history and the humanities gives her enlarged views of human relations, and enables her to direct the conduct of her children along higher planes than those of mere selfish and transient consideration. She can see, and by story and incident garnished from the past, can lead her children to see, the probable and far reaching results of a given line of conduct, and teach them to guide action by reason rather than by impulse. What an increased zest it gives to a child's school work to find

that mother has resources of information upon which she can draw to make his study, not easier, but more intelligent. It gives him a new impression of the lasting value of education and inspires him to go and do likewise. These things seem to me most practical. We often hear the words "practical man," "a practical education," in terms of admiration and praise from very thoughtless people. But in what does practicality consist? Is it not in being able to use one's faculties, to use one's knowledge? Will not a contact with the great writers of history, biography and sociology, by enlarging the mother's experience and exercising her reasoning faculties, develop these very powers both in herself and in the children to whom she imparts these experiences?

I am often amazed to see how little use mothers make of what resources their reading has given them. They seem to draw a high wall between all that is great and noble in their mental stores, and the minds of their children, as if it could be of no use at all. Though the story of Leonidas is well known to them, it never dawns upon them that it may be made to point a moral and adorn a very commonplace tale of duty in a poetic and forceful way. They may be familiar with the story of Midas, and have a shadow image of what it bodies forth, but never realize that Hawthorne's beautiful tale may be used to correct a growing tendency to greed of gold. They know the lives of Washington, Grant and Lincoln, but do not dream that their telling may have any relation to formation of character along the line of duty well done. They do not take time to think that "Macbeth" may

save the son from lust of power. They are well acquainted with Walter Scott's noble struggle to clear himself of debt, and with his last words to Lockhart, but they are looked upon as large things behind the wall, not to be brought forth for daily use. Yet both might serve to illuminate the pathway of a boy to an honesty which the world has placed as a star in the firmament, and another may find in that simple summing up of all that is worthy in life, "Be a good man," made on his deathbed by him whom the world delights to honor and whom every boy loves, a cable to hold him to right when temptation beckons. Such things rightly told make for character more strongly than all the didactic teachings of morals that the world has ever formulated.

Do you not believe that Homer's great poem on Hector before the walls of Troy has power to inspire a boy to noble patriotism, when he hears it at his mother's knee, and who but a mother can interpret to him the life lesson in that picture of Troy's heroic defender delaying in his progress to great action, to kiss the babe and comfort the sorrowing wife? That impression may fix in the boy for life chivalrous consideration for women.

Great literature is full of these lessons, and they are couched in language which will shape your speech into form to thread the thought and word of your son and daughter and train them in the way they should go, holding them therein with the cable's strength.

—Mary H. Weeks.

Don't

By J. W. FOLEY

A hundred times a day I hear
His mother say: "Don't do that,
 dear!"
From early morn till dusk 'tis all
"Don't do that, dear!" I hear her call
From the back porch and front and
 side
As though some evil would betide
Unless she drummed it in his ear:
"Don't do that, dear!" "Don't do that,
 dear!"

If he goes out and slams the door:
"Don't do that, dear!" And if the floor
Is newly scrubbed and he comes near:
"Don't do that, dear!" is all I hear.
If he comes romping down the stairs:
"Don't do that, dear!" And if he
 wears
No coat, but hangs it somewhere near,
She sees and says: "Don't do that,
 dear!"

If he goes shinning up a tree:
"Don't do that, dear!" If he should be
Astride a roof I know I'll hear
Her call to him: "Don't do that,
 dear!"
His life is all "Don't this," "Don't
 that,"
"Don't loose the dog," "Don't chase
 the cat,"
"Don't go," "Don't stay," "Don't
 there," "Don't here,"
"Don't do that, dear!" "Don't do that,
 dear!"

Sometimes he seems to me as still
As any mouse, until a shrill
"Don't do that, dear!" falls on the air
And drives him swift away from
 there.

So when he finds another spot:
"Don't do that, dear!" and he says:
 "What?"

And she replies and cannot say—
But—"Well, don't do it anyway!"

New Orleans for National Congress, February 17-20, 1909



*Old French Courtyard, New Orleans.**

The National Congress of Mothers will hold its annual Conference in New Orleans, February 17th to 20th, 1909. The Mardi Gras Festival opens the following week. The date of the Congress has been fixed that delegates may have the opportunity to include the pleasures of Mardi Gras in the visit to New Orleans. The Parents Circles of New Orleans will participate in the Congress and will take the necessary preliminary steps for the comfort and pleasure of delegates and visitors.

Miss Sophie B. Wright, Vice-President of Louisiana Congress, has already given valuable service in arousing local interest in the Congress. Railroads make special rates for Mardi Gras.

Special cars can be secured where eighteen or more desire to travel together.

From snow and ice of the North, to the sunshine and flowers of the South is a delightful experience. Every Circle will aid in making the twelfth annual conference a success by sending one or more delegates.

A conference of delegates will be a feature of the Congress.

Four evening meetings, three morning sessions, and three afternoons for seeing New Orleans, and friendly meeting with others in attendance have been arranged.

New Orleans with its hospitality will give a welcome to all who come to promote the great aim of the Congress, the welfare of the child.

Please send names of delegates or visitors who expect to attend to Mrs. Arthur A. Birney, 806 Loan and Trust Building, Washington, D. C.

The Children of Siam

By MRS. A. W. COOPER

Representing Siam at International Congress on the Welfare of the Child

The kingdom of Siam lies like a gem in the heart of farthest India. Basking in the tropical sunlight refreshed by copious showers, the varied tints of its luxuriant vegetation form a scene of surpassing beauty.

Nature has provided with a liberal hand for the physical needs of her Siamese children. Living a simple life, with means at hand to gratify their physical necessities, there is ample time for the culture of their higher natures, were they so minded. Human nature left to itself is prone to take the easy path downward, rather than the rugged one that leads to the heights, and the Siamese are no exception to this rule. The very conditions of climate which make the cultivation of their soil easy and assure abundant harvests, tend to make the people deficient in energy and lax in purpose.

The intense heat makes personal cleanliness imperative to comfort, and we find the entire population availing themselves of the bathing facilities provided by the rivers and numerous canals. But the uneducated peasantry feel no sense of discomfort if their surroundings are not cleanly, because they do not understand the necessity of ridding themselves of dust teeming with disease, or decomposing animal and vegetable matter.

Parents love their children tenderly, but are frequently ignorant of how to care for them.

The average babe when born is bathed, by pouring over it, not water

that has been heated and tested by a thermometer, but water that has been brought from the (muddy) river, and cooled by standing in a large, porous jar. It is then placed in a basket or in a strip of cloth suspended between posts. It is not troubled with any clothing except perhaps a coating of tumeric powder and a cord bracelet for good luck. The eyes are carefully shielded from the light, but little attention is paid to cleansing the eyes and mouth. If it survives the first ten days it usually develops into a reasonably happy baby, but the mortality of infants is very great as there is much dust laden with germs that find a ready entrance into the little frame.

Even the youngest children are given bananas, the stomach is overtaxed, and serious illness is the consequence.

Circles for the instruction of mothers in the care of their young children are much needed. Wherever the missionary ladies are located, there are such mothers' meetings; but there are only five Protestant mission stations in lower Siam and you can readily see how very few women are reached by this means.

The children live a very free and happy life.

They are early taught to be most courteous to their elders and respect for those in authority is firmly implanted in their minds. The parents are, however, very indulgent and generally allow the child to do much as he pleases, and he often pleases to do

things that are an injury to him. One sometimes sees boys of six years smoking.

As elsewhere, the children of the streets hear bad language, and, of course, learn to use it. With the object of control they are told impossible stories, that make them open their eyes in wonder, or frighten them into obedience. As they grow older, they discover they have been duped and in their turn tell the same stories to the younger children, and thus learn to be untruthful.

Naturally the Siamese child is quick to learn, possesses a retentive memory, and has an unusual gift for reproducing, by pen or pencil, any object which is placed before him. He becomes an expert penman in a short time, and covers the blackboards in the school-room with most lifelike drawings, sometimes producing caricatures of which *Puck* would be proud.

In studies requiring an involved process of reasoning or long and close application, he would probably fall behind a western child. This, however, does not apply to the children of the upper classes, whose intelligence and perception are much above the average.

He is most obliging to his school-mates, generally kind to the younger pupils, courteous and obedient to his teacher.

Few study because they love to do so, but will slight their lessons as much as possible; hence we find the severest punishments given by a Siamese teacher are for unlearned lessons.

As in all eastern countries, boys have had a better opportunity to obtain an education than have girls. From the earliest times boys have

been taught in the temple schools, so that nearly all the men of Siam can at least read, while the majority of the women are illiterate.

The first school for girls was established at Petchaburee, Siam, in 1865 by Mrs. S. G. McFarland, now a resident of Washington. This school began with one half-grown girl, who was taught to sew and read, and when others saw that no harm came to her the number gradually increased, until in eight years two hundred and forty girls were under instruction at Petchaburee and outlying villages.

In 1873 Mrs. Samuel R. House and Miss Anderson established a similar school in Bangkok. This school now has one hundred boarders and could have double the number if it were possible to accomodate them. These two mission schools showed that it was worth while to educate Siamese girls, and now the Government is establishing schools for girls as fast as teachers can be trained.

The majority of these teachers are graduates or former students of the mission school in Bangkok. Last year one of its most experienced and faithful teachers was called to take the position of matron in the Rajani school, maintained by the Queen for the education of her protege's and other girls of high rank.

In the past two decades the schools for boys have been greatly improved.

The Department of Education has been merged into a Ministry of Public Instruction, which not only superintends all schools, and provides for the compilation of text books, but has charge also of the Government hospitals and all ecclesiastical matters. Ethical teaching, along Buddhistic

lines, has been made a part of the school curriculum. Teachers have been brought from England, men who are truly desirous of raising the mental standards of the people, and who have assisted in preparing text-books and a graded code, covering several years in both English and Siamese.

Siam now has a Law School, Medical College, a Survey School, a Military and Naval College, two Normal Schools and three English Schools.

Primary schools have been established in every part of the capital, and in every province of the country.

The ambition of pupils in the English schools is incited by the prospect of obtaining a scholarship to pursue their studies abroad.

"His Majesty, the King, has donated two scholarships, to be competed for annually by any bona fide Siamese subject under the age of nineteen." The fortunate winners of these scholarships, worth three hundred pounds a year, for four years, are sent to Europe and are permitted to take up any line of study for which their talents best fit them, the sole condition being that at the end of their course they place their services at the disposal of the Government.

In addition, nearly one hundred students are maintained in Europe, with a few in the United States, by the Government, and these on returning enter the various branches of the Royal Service.

The Government is far ahead of the masses in its desire to lift the nation to a higher plane of intellectual life.

His Majesty's sons have been sent to the various countries of Europe to be educated. They are taught along

different lines, so that upon their return to Siam they may assist in or oversee the work of many different departments of the administration. In a country like Siam, where princes lead and the people follow, this is most important. Thus does His Majesty show his earnest desire for the uplift of his people, for it is no light thing for these young folks to leave country and kindred and go to an inhospitable climate, among strange people with different customs.

About twenty years ago the Queen established an orphanage, in memory of her sister who was drowned. This orphanage is beautifully situated, the buildings commodious, and the grounds well kept. Here many homeless little ones have been cared for and carefully taught.

Siam is a country in which charitable institutions are not so much needed as we might imagine, for the people are so kind-hearted that they respond readily to a call for help and no one is too poor or has a house too full to make a home for an orphan child or dependent friend.

The house may be only a bamboo shed, the food rice and red pepper, but the needy one is welcome to share what there is.

Does not Siam therefore stand in the advance guard of the nations in this respect, and does she not set a noble example that all peoples would do well to follow?

The Siamese Government has also taken a long step in advance in closing all the large gambling places. The love of gambling, which long years of unchecked license has fostered, is not yet by any means stamped out. No government edict can instantly sup-

press an evil that has once gained a hold on a people, and gambling, originally introduced by Chinese immigrants, has become the national pastime. When at last the Government awoke to a realization of the magnitude of the evil, it took steps to close these gambling places, invariably kept by Chinese, beginning in the provinces and ending in the capital, thereby sacrificing one large item of revenue.

Many other reforms are under consideration and will follow in the course of time.

The use of opium is increasing, as a large part of the Chinese immigrants, being addicted to the use of the drug before leaving China, demand it in their new home. The Laos tribes in the north seem to be particularly susceptible to its influence. The Siamese and Laos take it at first to give them strength for some task, but after continuous use become addicted to the drug.

We all know that neither Siam nor China is responsible for the introduction of this terrible foe to individual and national life.

Persistent and earnest effort is necessary if temptation is to be removed from the path of the Siamese children, in order that they may be instructed to shun these demoralizing practices.

The Siamese Government is nobly striving to give its children a higher life, and in this stupendous task mothers of the United States and Europe can help.

We can help to stem the tide of evil that too often sets from our own shores to those of the Orient.

We can help to keep American whiskey and European liquors away from the shores of Siam.

We can help to give to the children of that country a knowledge of those principles of true citizenship, without which no country can truly prosper.

Let us remember that these bright, lovable, easily molded Siamese boys and girls are our neighbors, and that the second great commandment is: "Thou shalt love thy neighbor as thyself," and so "Lend a hand."

Bazaars in Philadelphia, Cleveland, Los Angeles, December 2, 3, 4, 1908

For the Welfare of the Child

This gives every person in the country a chance to help on the great work of the National Congress of Mothers.

One may assist—

First. By contributions of money. Any sum will be gratefully received.

Second. By contributions of useful and fancy articles. Everybody can send at least a handkerchief, a towel or an apron. Everything will be welcome, from a pin cushion to a piano.

Packages should be sent to

MRS. WM. T. CARTER, Chairman
Eastern Section, care of Miss Robb, 1524
Locust Street, Philadelphia.

MRS. S. C. STRIEBINGER, Chairman
Central Section, 4103 Euclid Avenue,
Cleveland, Ohio.

MRS. JEFFERSON D. GIBBS, Chairman
Western Section, 257 Occidental Boulevard, Los Angeles, California.

Have you sent your contribution to either of the bazaars for the National Congress of Mothers?

School Luncheons

How and What to Prepare for Them

MRS. FREDERIC SCHOFF

The health and ability to do good work in school depends far more than is realized on the attention mothers give to the food of their children.

Hundreds of school boys and girls live too far away from school to return home for a mid-day luncheon, and must carry with them what is to serve for that repast.

Who has not seen the usual luncheon put up for children? The bread is cut in thick slices and buttered. A slice of cold meat, or perhaps jelly, is spread upon it. There may be an apple and a slice of cake. By the time it can be eaten, the bread is dry, and after a few weeks of such fare the child has no appetite and "does not care for luncheon."

Perhaps, instead of taking luncheon, five or ten cents is given to the child to buy something. The woman with a basket filled with cakes or pies, or the baker across the street, then supplies whatever the child may fancy, which is not usually wholesome or nourishing.

The child has often eaten a light and hurried breakfast, and works all day without anything which really nourishes him.

There is a lack of proper nourishment to supply the needs of the rapidly growing child, to build bone and tissue, brain and muscle, and under these conditions he is more susceptible to disease, while headaches are of frequent occurrence.

It is much more difficult to make a

luncheon attractive and appetizing when it must be put up, and not eaten for several hours, than it is to serve it on one's table fresh from range or pantry.

For that reason school luncheons should receive more thought and attention instead of less.

The housekeeper, in doing her marketing and planning her meals, should consider and provide as carefully as she would for the family dinner. It is quite as important to the welfare of the children.

The first thing to provide is a good box or basket for the luncheon.

There are strong pasteboard boxes covered with black cloth into which a tin box is fitted. This box can be taken out, washed and kept sweet and clean. The black box has cover and handle, and is neat and easily carried, and better in many ways than a basket. It is quite inexpensive, and will last a long time.

A dozen sheets of oiled paper should be on hand for sandwiches, and cakes should always be wrapped in oiled paper to keep them fresh and moist. There should be two jelly tumblers with tight-fitting covers in which to put salad, berries, apple sauce or whatever of that kind may be provided. A plated teaspoon and fork complete the outfit, and with these in which to pack the luncheon one may have great variety.

Mothers who wish to have their children grow up with good teeth will

use whole wheat bread instead of white bread whenever it is possible. The bread should be buttered thinly on the loaf, and cut in very thin slices. The most nutritive part of the wheat is taken out in the making of fine white flour, and as wheat contains in perfect proportion every property that is needed for the nourishment of brain, muscle and bone it is desirable to see that children use it in some form. There are wheat crackers which can be used for sandwiches instead of bread, when one wishes to vary the menus, and which can always be fresh and crisp by heating them for a few minutes in the oven.

Mayonnaise dressing or French dressing, made of vinegar and oil, and fresh lettuce, make delicious and wholesome sandwiches, and enough of either dressing may be made to keep for a week, so that it is always ready when wanted.

It is then possible to make a delicious salad of what is left of a chicken, which can be safely put into a jelly tumbler and covered securely, and is a dainty dish for the hungry boy or girl. The pieces of lamb, ham or beef that are left may be cut up finely with a meat cutter, and make dainty sandwiches when well seasoned, and far more inviting than when cut in thick slices. Hard boiled eggs or deviled eggs are both good for the luncheon, and should be on the list, which should be varied each day.

Fresh fruit is wholesome, and far better than pastry for children. Bananas, oranges or apples can always be provided.

Apple sauce can be easily carried in the jelly glass, which fits easily into the box, and when berries are in sea-

son they can also be part of the luncheon by putting them into the jelly glass.

A piece of gingerbread or sponge cake, wrapped in oiled paper, is a welcome addition. A napkin will, of course, be included, and when the joy of surprise at finding some unexpected dish is part of the child's experience in taking luncheon to school, it ceases to be the unrelished morsel that too many school children know.

To do this well takes some time and some forethought, but no good mother is unwilling to give time to anything that she considers important for the health of her children.

The suggestions for luncheon apply equally to the young girl or boy who is employed all day, and who must depend on what is put up for the mid-day meal.

There are some schools which recognize the necessity for supplying a suitable luncheon for children, and who furnish milk, soup or rolls, and fruit at actual cost. There are far more schools who have never even considered doing this, which might gladly consent to do it if a dozen mothers would agree to share the duty of providing hot well-made soup each day for the school. The expense could easily be met by the charge of five cents a plate, and the teachers too would often avail themselves of the opportunity to have something hot for luncheon.

The classes could take turns in serving the soup, or as is done in some schools, each child takes his soup bowl and spoon, goes to the gas stove, and the attendant fills his bowl for him. He then takes it to a table where he can sit down and eat it.

The mothers who belong to the Parents' Circles will find a very practical way of helping to keep children well, and thus enabling them to have energy and ability to study, is to give attention to supplying them with appetizing nourishing food both at home and for school luncheons. This does not mean fancy or elaborate cooking. It does mean that one must study combinations of food that together have the properties that the body needs. It means the application of science to the preparation and selection of food.

How many mothers can tell why they buy what they do for the table? How many ever give any thought as to what meats and what vegetables go together, and supply proper nourishment? There are few housekeepers who know this, or who ever think beyond getting what gratifies the palate.

It is a commentary on woman's ignorance of scientific cookery and food that until recently it was impossible for Congress to pass a national law protecting the country from the adulteration of foods.

But, I hear some mother ask, "How can I learn about this? I admit that I do not know."

The United States Government has

published valuable bulletins for free distribution which give information that no housekeeper can afford not to have. Anyone who will write to Hon. H. W. Wiley, M.D., Department of Agriculture, Washington, D. C., asking for the Government bulletins on domestic science can receive them, and will find in them the result of the careful study that has been given to questions which are of vital interest to every housekeeper.

Women are the purchasers of the food supply for the families of the nation. Women decide what to use on their tables. Women cook what the family eats. The health and physical condition of every one is largely determined by the use of well-selected, well-cooked food; the mental and moral growth depend far more than has been realized on good physical health. This being recognized fully, every mother, every home-maker who has not yet studied what she should buy, why she uses certain foods, and how she can with least expense furnish to her family the greatest amount of nourishment should surely make it her first business to gain knowledge which is at the foundation of health and happiness.

Parents' Associations

By DR. WILLIAM B. OWEN, Dean of the University High School of Chicago

"Don't be just content with sending your children to school and paying taxes, but take a personal interest in what they are doing.

"A parents' organization can express public opinion and organized public opinion can accomplish more than an individual. If organized," he said, "parents can look into the conditions of the schools and if improve-

ments are not made, as they should be, the organization can do it by raising the money among themselves.

"Everybody is interested in any improvement where the school is involved. It won't be long when the social life will center in the schools, and to bring social life into the school it must have the organized support of the parents."

Topical Outlines for Monthly Mothers' Meetings

By MARY LOUISA BUTLER

The Bible in the Home

"If thou the truth wouldst teach, thou must thyself be true."

TOPICS

1. Value of the Bible simply as one of the books in the home.
2. The Bible as literature.
3. Value of the Bible as the only safe guide to correct living.
4. Value of the Bible as an early companion to children.
5. What do the Scriptures suggest concerning the teaching of God's Word to children?
6. How shall Bible stories be rendered in the home?
7. How shall Bible truths be taught in the home?
8. There are homes where the Bible is never touched except to be dusted. There are other homes entirely without the Bible. If your child were to be brought up in either of these homes, which would you prefer? Why?
9. Experiences.
 - (a) As a child what did the Bible mean to you?
 - (b) As a mother what does it mean to you now?
 - (c) What do you want it to mean to your child?

IMPORTANT POINTS

"Man shall not live by bread alone, but by every word that proceedeth out of the mouth of God."

"The Bible is distinguished from all books of devotion, even from books of such rare quality as the *'Imitatio*

Christi,' by its wholesome realism and sense of the divine order of life. Not a line of it was written in a cloister or in a church—not a line of it, therefore, by a saint, in the ecclesiastical sense; not a line of it could have been. The breath of the world is in it, of the actual realities amid which men live, as well as the breath of God. It never forgets that when God came to bless us in His Son, He came eating and drinking, accepting the natural structure of society and all that it involved, and leaving us the unpretentious example of His holiness in a life whose outward fashion was that of all mankind."

"The Bible rightly used is eminently the Book of freedom," and may well be called the Universal Book, for it is adequate to meet all the needs of mankind.

"If you are impatient, sit down quietly and commune with Job.

"If you are strong-headed, read of Moses and Peter.

"If you are weak-kneed, look at Elijah.

"If there is no song in your heart, listen to David.

"If you are a politician, read Daniel.

"If you are getting sordid, read Isaiah.

"If you are chilly, read of the beloved disciple.

"If your faith is low, read Paul.

"If you are getting lazy, watch James.

"If you are losing sight of the future, read in Revelation of the promised land."

"A home where the Bible is never touched except to be dusted, where no prayer is ever voiced, where no mention is ever made of Him whose words have changed the course of empires, such a home is deserving of pity. It is nerveless and powerless for good."

The child's valuation of the Bible is based on the value the mother places upon it as a life guide. It will mean no more to the child than to the mother unless other influences make vital connection. As someone once said: "In joy and sorrow, in health and in sickness, in poverty and in riches, in every condition of life God has a promise stored up in His Word for you. In one way or another every care is met, and the truth is commended to every man's conscience."

Four books that should be in every household of which God's Word is factor are: a Bible printed in plain, large type, with references and maps; a good, unabridged, illustrated Bible dictionary; Cruden's Concordance, and a Topical text-book.

Of the many hundreds relating to Bible study found in the book stores only a few will be mentioned here.

REFERENCES:

"Pleasure and Profit in Bible Study," D. L. Moody, 15c., Bible Institute Colportage Association, Chicago, Ill., is a small volume of helpful suggestions for many ways of studying the Bible—by characters, words, books, history, types, prophecy, miracles, parables, etc. From cover to cover it is full of interest for old and young, and if carefully used would make Bible study a constant delight.

"The Bible as Literature," W. Fiddian Moulton, M.A., Flood & Vincent, is also an inexpensive volume treating the Bible from another standpoint.

"Trees and Plants Mentioned in the Bible," W. H. Grosser, Revell, gives us still another viewpoint.

"Notes from my Bible," Moody and "The Messages of the Books," Farrar, are both very valuable for home study.

"The Story of Mary Jones and Her Bible," American Tract Society, is a story of the origin of the Foreign Bible Society, from which so many millions of Bibles, in more than three hundred languages and dialects, have been sent out.

If mothers wish a book of Bible stories for their children there is none better than Foster's "Story of the Bible." Of the illustrations the less said the better, but the book itself is always to be recommended.

Remember the words of the Lord Jesus, how He said: "Heaven and earth shall pass away, but My word shall not pass away."

National School for Parents—Continued from page 63.

Mrs. William T. Carter will contribute two hundred dollars a year. Miss Mary S. Garrett, twenty-five dollars annually.

If women in twenty other States would do what these three women

have done the National Congress would have an income in some degree adequate for its work.

Pledges of annual subscriptions should be sent to Mrs. Louis K. Gillson, Treasurer, Willmette, Illinois.

The Work of Women's Organizations in Education: Suggestions for Effective Coöperation

By ELMER ELLSWORTH BROWN

For those who wish to see the National Education Association represent our educational interests in the broadest way, a peculiar significance attaches to the launching of this new department. An educational work of large significance and varied character, already in full progress, is here brought into connection with the comprehensive undertakings of this Association. While the responsibility for the establishment of the new department is widely shared, I should like at this time to recall in particular the part taken by Miss Mary M. Abbott, of Watertown, Conn., who shortly before her death had been laboring with great faith and devotion to bring about the arrangement which has here been consummated. I saw her but once, when she was devoting her best energies to this undertaking, and I had never known her aside from this enterprise; but I was much impressed with the really religious earnestness which she brought to her task. That spirit, I am sure, is shared by many others, and it gives promise that this department is to be one of the most useful branches of our general organization.

In the beginnings of modern schooling, a great deal depended upon the labors of unpaid organizers and overseers, mostly women, whose benevolent spirit found in the support and improvement of schools its best way of discharging the responsibility of the well-to-do toward the poor of their

neighborhood. Those who have read that interesting work, "The Gurneys of Earlham," by Augustus J. C. Hare, will recall the conscientious devotion to the education of the poor displayed by different members of the Gurney family, and particularly by its most conspicuous member, Mrs. Elizabeth Fry. There is much of the same sort to be found in the personal histories of eighteenth- and early nineteenth-century England, and the same spirit reappears in the early education societies of our American cities, in New York, in Boston and in Philadelphia.

In both England and America the upgrowth of well-ordered systems of public education threw endeavors of this kind into an eclipse. In place of schools supported, with the greatest difficulty, by private subscription, there appeared schools established by law and maintained by taxation. Teaching became both a professional occupation and a branch of the civil service. The responsibility for everything educational, at least of everything in the nature of public and organized education, was shifted to a body of professional servants of the Commonwealth. The educational societies went out of existence, as did the American Anti-Slavery Society when the thirteenth amendment to our Constitution was adopted. The contributions and the benevolent activities of those who had carried the burden of schools were transferred to other charities. Education had sim-

ply ceased to be an eleemosynary and missionary enterprise, and had become a part of the ordinary administration of State and local governments.

Now, it is plain to see that, while education gained a great deal more than it lost by the change, the loss was real and serious. Fortunately, the professional teachers who took up the educational burden were themselves human as well as professional. Some of the finest devotion to the welfare of little children and to the wider purpose of the public weal appears today in their activities. It was necessary to their best service that as they became more professional they should become more than professional, and many of them have come up gloriously to this higher plane. But it takes large natures to carry out so large a program, and it is not surprising that it has been done with varying degrees of success. The best teachers of all see most clearly this need, that new ways shall be found of bringing to the support of the modern public school some of those finer forces of our community life that once made the school and kept it alive.

Matters which lie wholly in the field of science—the method of constructing a bridge, of testing our milk or water supply, of combating an epidemic, of determining a question of legal right—these things are professional; and extra-professional inter-

ference in such affairs would do more harm than good. It is when we come into the field of morals that every man is responsible for a judgment of his own. Education is essentially a question of morals. It is a question in which the professional point of view cannot pre-empt the whole field, and in which the non-professional citizen is morally bound to have opinions of his own.

Every public question, to be sure, has a moral side. The building of bridges, the conduct of dairies, the practice of the physician and the attorney, these are questions to which the common citizen cannot be indifferent. In education, too, there is a large field of professional knowledge, in which interference by the general public or even by a board of education representing the public, could only do more harm than good. Within its limits, the professional judgment of the trained and experienced teacher is to be more scrupulously respected today than ever before. Not a book should be placed in the school library, nor a picture on the school-room wall; no society, no matter how good its object, should be formed within the school under pressure from without; no special method nor device of teaching or of government should be imposed upon the school, unless it have the approval of the teaching force within the school.

State News

STATE CONGRESSES IN NOVEMBER

Louisiana, Shreveport, November 4.

New Jersey, Atlantic City, November 13-14.

California, Los Angeles, November 5-6.

Pennsylvania, Oil City, November 5-7.

LOUISIANA

Congress of Mothers erects permanent buildings on Fair Grounds at Shreveport.

When the fair opens everything will be in readiness for the ocular demonstration which the mothers have planned for a model economical country home and rural school house connected by a model road. It will be the first undertaking of its kind in Louisiana and the second in the South, Tennessee being the pioneer.

The mothers' exhibit is intended as an object lesson in what is possible of accomplishment in the uplift of rural communities on which, with final analysis, rests the welfare of the nation at large. Urban life to-day is attractive because it offers superior social, educational and business advantages together with greater comfort of living. When the same opportunities are offered in the country the proper environment will suffice to check the drift of population to the cities.

For the purposes of the exhibit the fair management has allotted an acre of ground. On part of it will be erected a model country home of four rooms with broad front porch, a latticed back gallery and typically generous Southern hall in the center. There will be two bedrooms, a dining room, a kitchen, bath and butler's pantry. A complete equipment of

gas fixtures will be provided and in connection with the exhibit there will be a demonstration of the ease, cheapness and satisfaction with which the farmer may maintain an acetylene plant of his own. The waterworks connection will be with the cistern. The latticed gallery in the rear will be so arranged as to be convertible into an additional enclosed room if the owner desires.

The entire house is to be furnished as is the schoolroom with the work of the industrial training schools of the State. During the fair the home will be used for a ladies' and children's rest room. A trained kindergarten and nurse will be at hand to take charge of children while their parents are seeing the sights, and country fathers and mothers may therefore come to Shreveport with their whole families and be sure of a warm welcome during the fair in this hospitable little palace of rest. At the trains a committee will meet everyone who wears a good roads and school improvement badge.

At another side of the acre will be erected a small one-room school fully equipped, and joining these two will be the model road, which a prominent local contractor has generously agreed to build. The school will show the

best methods of lighting, heating and ventilating and there will also be a demonstration of the more improved methods of teaching. It will contain the school exhibits of the State and a modern playgrounds will be built adjacent to it. To beautify the grounds surrounding the school and the home, the nurserymen of the State are giving shrubbery.

It is the intention of the mothers to maintain the exhibit permanently. Each year it is hoped to improve it and make it more an object of interest. After the fair the grounds will be used as a park and children's playground and the cottage converted into a rest home. The mothers are planning to make it the scene of a summer vacation for working women and girls of Shreveport, who by reason of home or business ties are unable to go elsewhere. They will be invited in groups to be guests of the home for a week or ten days.

Mothers' Congress day at the fair is to be November 4, and road building maintenance, etc., by Maurice O. Eldridge, of the Government at Washington, will be the feature of an interesting program. The work of getting subscriptions and planning the exhibit here has been most energetically pushed by Mrs. John L. Kimbell, chairman of the School Improvement Committee.

NEW HAMPSHIRE

Mrs. John B. Moore, of Laconia, New Hampshire, has been appointed State Organizer for New Hampshire. Mrs. Moore will be glad to hear from any Mothers' Circles in her State, or from mothers who are interested in the promotion of the work for home and childhood.

NEW JERSEY

The Mothers' Association of Plainfield will devote its meeting in November to "The Work of the National Congress of Mothers." Mrs. Robert H. Dodd, of Montclair, will present the subject, and the National President will send a personal greeting as was promised to any Mothers' Circle which devotes a meeting to consideration of the National Congress and its work.

How many other circles will do this?

The New Jersey Congress of Mothers earnestly invites you to participate in the eighth annual meeting, to be held in Atlantic City, N. J., at the Chalfonte Hotel, Friday and Saturday, November 13-14, 1908.

The program will be one of exceptional interest, touching the welfare of the child on the civic side as well as in the home and school.

Mr. Franklin Spencer Edmonds will deliver an address upon the subject "Teaching for Citizenship."

Miss Grace W. Pitman upon the subject "How, When and Where Children Should Be Taught the Ethics of Expenditure."

Mrs. Edwin C. Grice will preside over the session devoted to "Socializing Our Schools," and will be assisted by speakers who are giving this subject much thought.

The session on Saturday morning will be devoted to a business meeting, election of officers and a conference of workers.

All officers, delegates and individual members desiring entertainment are requested to send their names before November 10 to Mrs. Sarah W. Leeds, 153 S. North Carolina Avenue, Atlantic City, N. J., chairman of Hospi-

tality Committee, and should present cards upon arrival and receive badges. Mrs. Alexander Marcy, Jr., President, Riverton, N. J.; Mrs. James Linton Engle, Corresponding Secretary, Hadonfield, N. J.

NEW YORK

The New York City Mothers' Club will meet the second Monday of each month, at the Hotel Martha Washington, 29 East 29th St., at 2.30 P. M. All interested in the aim of the club—to promote the education of women in the wiser care of children and to uplift and improve the condition of mothers in all ranks of life—are invited to attend. The program is full of suggestions, and other Mothers' Circles may secure it by sending to Mrs. James P. Cahen, President, 353 Central Park West, or Mrs. C. J. Davis, Secretary, 308 West 112th St. Visitors to New York will be welcome.

ILLINOIS

The new year book of the Illinois Congress of Mothers is so full of suggestions to all who wish to engage in the activities of the Congress that the National Congress is glad to recommend it to the attention of women in other States. Mrs. W. H. Browne, 6945 Stewart Avenue, Chicago, will send a copy to anyone desiring it, on receipt of postage (three cents).

IDAHOO

The Boise Circles of the Congress have accomplished many good things. The work has been delayed in some districts for lack of leaders. Mrs. Barton visited Pocatello and Idaho Falls. The State Mothers' Circles are working for a child labor law, a State home for children and for local option. There is a rapidly growing interest in

the public schools; an effort to better understand child nature and to make the home ideal and the public school safe for the children.

IOWA CONGRESS OF MOTHERS

GOV. CUMMINS' ADDRESS

The interest in "Parents' Day" was shown by the large audience of men and women present.

Mrs. Walter Brown, President of the Congress presided. In extending greetings to the mothers from the State, Governor Cummins spoke of the work being accomplished by the Congress.

"I do not think it can be seriously questioned," he said, "that humanity—men and women—are better to-day than ever before. But the temptations surrounding men and women, girls and boys, are increasing in number as they are growing in fascination. Great wealth, like great poverty, creates conditions against which it is difficult to strive. It is harder for a rich man and a rich man's son and daughter to be good than for men and women of the great middle class. And when a rich man or woman is good they are entitled to more credit than an ordinary person. But society is protecting itself against these evils.

"The greatest instrument, aside from the church, in keeping people pure and good is co-operation. Upon the child aside from the church, there are two paramount influences—the home and the school. In the home the mother is supreme. A mother may realize her responsibility, but she cannot reach the highest efficiency of motherhood unless she seeks counsel and training and helpfulness from others. A realization of this important

fact caused the Iowa Mothers' Congress to be organized.

"It was the importance of the movement that called forth the proclamation asking people of Iowa to observe 'Parents' Day.' It seemed to me that among all the days that we celebrate and all the occasions that we memorialize one ought to belong to our parents. It is impossible that the mothers of Iowa can meet and part without accomplishing great good to the State. I firmly believe that when you end your sessions and go your several ways the cause of the children, which is the cause of humanity, will have taken a great step onward and upward."

Mrs. Watts gave a most interesting talk on boys' clubs and offered many good suggestions in establishing them.

She said in part:

"Why not have neighborhood clubs for boys limited by school districts? Even carefully brought-up boys enjoy this getting together once a week for a good time. Friday night is usually a convenient time and the school house a fine place, for you need no extra heat. When you undertake to organize don't begin to talk about a class for bad boys. Don't be afraid that the boy whose reputation is unsavory will contaminate your boy. If he has been properly brought up it won't hurt him a bit. In fact, it will do him good, for he will get a spirit of helpfulness that will make him want to be useful.

"Boys' clubs are more needed in smaller towns than large ones, on account of the lack of amusement in the smaller towns.

"A gymnasium with a good director would be filled every night; an indus-

trial night school would give a boy a trade while it kept him from the street. Money is spent for court houses and public buildings of all kinds, but not a cent is given to keep our boys from the street. Even a tax for a public library is condemned as making the taxes too high. My purpose to-night is not to urge the mothers from the small town to attempt anything so advanced but to organize boys' clubs. We must educate the public to the point where they may see the needs of the boy."

The officers elected were Mrs. Frank S. Watts, Audubon, President; Miss Mary Davis, Audubon, Corresponding Secretary; Mrs. A. O. Ruste, Charles City, Treasurer.

PENNSYLVANIA

Pennsylvania Congress at Oil City.

WEDNESDAY, NOVEMBER 4TH—8 P. M.

Reception by the women's clubs of Oil City to the Officers and Delegates of the Mothers' Congress.

Welcome, by Mayor of Oil City, and Mrs. H. M. Nichols, President of Belles Lettres Club, of Oil City.

Response, Mrs. Geo. K. Johnson.

"The Housing Problem," Mr. Charles W. Weller, General Secretary of the Associated Charities of Pittsburg.

"The value of Parent-Teacher Association," Miss Helen K. Yerkes, and Mr. J. J. Palmer, Supt. of Schools.

"The Child and Moral Training," Dr. J. George Becht.

"Present Defects in the Pennsylvania Child Labor Laws," Mr. Owen R. Lovejoy.

"Improved Legislation for Children," Miss Mary S. Garrett.

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AIMS AND PURPOSES OF NATIONAL CONGRESS OF MOTHERS

To raise the standards of home life. To develop wiser, better-trained parenthood.

To give young people, ignorant of the proper care and training of children, opportunities to learn this, that they may better perform the duties of parenthood.

To bring into closer relations the home and the school, that parent and teacher may coöperate intelligently in the education of the child.

To surround the childhood of the whole world with that loving, wise care in the impressionable years of life, that will develop good citizens, instead of lawbreakers and criminals.

To use systematic, earnest effort to this end, through the formation of Mothers' Clubs in every Public School and elsewhere; the establishment of Kindergartens, and laws which will adequately care for neglected and dependent children, in the firm belief that united concerted work for little children will pay better than any other philanthropic work that can be done.

To carry the mother-love and mother-thought into all that concerns or touches childhood in Home, School, Church, State or Legislation.

To interest men and women to coöperate in the work for purer, truer homes, in the belief that to accomplish the best results, men and women must work together.

To secure such legislation as will ensure that children of tender years may not be tried in ordinary courts, but that each town shall establish juvenile courts and special officers, whose business it shall be to look out for that care which will rescue, instead of confirm, the child in evil ways.

To work for such probationary care in individual homes rather than institutions.

To rouse the whole community to a sense of its duty and responsibility to the blameless, dependent and neglected children, because there is no philanthropy which will so speedily reduce our taxes, reduce our prison expenses, reduce the expense of institutions for correction and reform.

The work of the Congress is civic work in its broadest and highest sense, and every man or woman who is interested in the aims of the Congress is cordially invited to become a member and aid in the organized effort for a higher, nobler national life, which can only be attained through the individual homes.